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ABSTRACT

Most college graduates who participate in postsecondary vocational or technical education programs enroll in order to prepare for a new career, according to a study of 187 students in three Vocational Technical Adult Education (VTAE) districts in Wisconsin. Through 172 written questionnaires and 15 personal interviews, most students indicated that they had enrolled in VTAE programs so that they could obtain a job that would have a higher salary, as well as to increase their knowledge and skills relative to their present jobs. Most students felt there was very little relationship between the vocational/technical program in which they were enrolled and their baccalaureate majors. Most were either "satisfied" or "very satisfied" with their programs because of the course content and the quality of instruction. Based on the results of the research, the study made several recommendations: (1) develop new vocational/technical programs to go along with baccalaureate degrees; (2) research new job markets; (3) change schedules to allow degree holders to progress more rapidly; (4) change the survey instrument; and (5) do further research in this area. Appendixes include survey and interview instruments; responses to open-ended questions, and VTAE programs of survey respondents. (KC)

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A Study of Baccalaureate Degree Holders Who Are Enrolled In Wisconsin's Post-Secondary VTAE System

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Chapter I

Summary and Purpose

Summary

The purpose of this study was to determine why individuals with baccalaureate degrees enroll in a post-secondary vocational or technical program, the degree to which these programs relate to the majors in their baccalaureate degrees, and their reactions to the relevancy of their VTAE programs. The population was part or full-time students with baccalaureate degrees who were working toward a diploma or associate degree in a VTAE program. The sample for this study was selected from three VTAE districts in Wisconsin. One of these districts (Milwaukee Area Technical College) was an urban area. The three districts (Milwaukee Area Technical College, Western Wisconsin Technical Institute, and District One Technical Institute) were selected with the assistance of the Wisconsin RCU staff.

Six students were personally interviewed at each school and the mail survey was sent to the baccalaureate degree holders attending each district. Because little research had been done in this area, this study, was an initial project which probed the major variables encompassed in the problem. This study was not designed to give a comprehensive picture of baccalaureate degree students enrolled in all of the Wisconsin's VTAE districts. Instead, more intensive data collection approaches were used with a small sample of VTAE districts.

A modified Delphi approach (Nelson, 1979) was used to develop the survey form. The first round was comprised of a series of interviews designed to identify the factors that caused baccalaureate degree holders to enroll in a VTAE program and also to identify the impacts of

these VTAE programs. Data from the interviews were used to construct the rating scale for the second round of the data collection. Analysis of the data was conducted during the period from January 1, 1980 through June 30, 1980.

The results of this study indicated that over half of the students were enrolled in a VTAE program to prepare for a new career. The most important reasons for their enrolling in a VTAE program were to obtain a job that is more interesting (22%), obtain a job that would have a higher salary (18%), and to increase the knowledge and skills as related to their present job (18%). While a number of factors influenced their enrollment, the most important ones were that the program was related to their career goals (30%) and that the programs were practical (22%). Thirty-eight percent of the students felt there was very little relationship between the vocational/technical program in which they were currently enrolled and the major emphases in their baccalaureate program. Twenty-seven percent said there was no relationship at all, and 20% said they were somewhat related. Many of the students apparently felt they had made the right career decision. Fifty-two percent stated that they were satisfied with the VTAE program they had enrolled in and 29% indicated that they were very satisfied. The most important reasons for their satisfaction was the course content (38%) and the quality of instruction (16%).

Problem

During the past five years, there has been an increasing number of questions raised concerning the relevancy and need for vocational education. These questions have been published in a variety of journals and newspapers. Their general theme is that there is no proof that vocational education has a noticeable impact on the employability of its graduates and that it may be limiting the options of those who enroll. Some critics are suggesting that most training takes place in the workplace and that vocational education is not needed. They are suggesting that it would be better for the students to enroll in a good general education or liberal arts program.

Each year a significant number of college graduates enroll in Wisconsin's VTAE system. Their reasons for enrolling and the value of vocational education to these college graduates may help to answer some of the questions identified in the previous paragraph. Therefore, this study was conducted to determine why college graduates enroll in Wisconsin's post-secondary VTAE system and the relevancy of this education to their vocational needs.

The purpose of this study was to determine why individuals with baccalaureate degrees enroll in a post-secondary vocational or technical program, the degree to which these programs relate to the majors in their baccalaureate degree, and their reactions to the relevancy of their VTAE programs.

Objectives

This study was designed to achieve the following objectives:

1. Determine the major reasons why persons with baccalaureate degrees decide to enroll in a vocational or technical program.
2. Determine the extent to which the major emphases in their baccalaureate program is related to their VTAE program.

3. Identify the relevancy of the VTAE programs to the baccalaureate students' economic and employment needs.

4. Determine whether the baccalaureate degree students would make the same career decisions and select the same educational opportunities if they were to make these choices again.

Rationale

The American work force seems to be moving toward a trend in which an increasing number of persons are switching careers due to monetary and psychological dissatisfaction with the career for which they trained or in which they became skilled. A recent survey reported that two-thirds of a sample of 23,008 persons indicated that there was some likelihood they would change occupations within the next five years (Lawler and Renwick, 1979).

It seems that part of this national trend is an educational trend toward vocational-technical training that has resulted in slowed college enrollment growth. A six year study of associate degrees and other formal awards below the baccalaureate degree revealed that the number of sub-baccalaureate degrees awarded increased by 54.9% in the six year period studied (1970-71 to 1975-76) (Malitz, 1978). It also revealed a marked shift for both men and women away from the arts and sciences and general programs toward occupational programs with the greatest proportion of sub-baccalaureate degrees being earned at two year public institutions. In contrast, the number of bachelor's degrees awarded increased by only 10.4 percent over the same period. While there seems to be no one reason for this trend, several possible explanations exist. One explanation is that despite frequent assertions about the differences between associate degrees (A.D.) in vocational-technical training and college earned baccalaureate degrees (B.A., B.S.)

curricula in theoretical content and clinical experience, actual observations of the graduates indicate little difference exists between them. Michelmore (1977) reports the faculty in nurse practitioner programs admitting they find no difference between nurses from a A.D. program as opposed to a B.S., B.A. program. Kohnke (1973) found that although nurses are described as different, in practicing the distinctions between them blur and disappear. He believes that curricular content differs in amount rather than kind and he claims that many current associate degree programs represent duplication of baccalaureate content in a diluted form. The reverse may also be true; at least some baccalaureate programs can be said to represent little more than a repetition of associate degree content, purportedly in depth. Thus, students are opting for courses that can be completed in less time, are generally less expensive, and are supposedly more practical in nature.

There are also a number of psychological factors of career choice that may affect the trend toward vocational-technical training and away from the pursuit of a baccalaureate degree. Vocational-technical programs prepare people for jobs that generally have clear descriptions. Persons trained in welding, mechanics, etc. have a clear picture of what their jobs will entail since they do not deviate greatly from the actual courses that were included in the vocational-technical program. Baccalaureate degree holders, on the other hand, often enter into jobs in which the job descriptions are not clear. Janis and Wheeler (1978) found that even the most mature and the best educated can deceive themselves into believing they have complete information after brief contact with a so-called expert and perhaps a few informal discussions with friends. They relate how studies of occupational choices by

economist Eli Ginzberg and others indicate that many people never make a deliberate career decision. Upon receiving their baccalaureate degree, they move from one job to another in a haphazard fashion, accepting any new offer that seems better than their current position, without systematically weighing the pros and cons. Thus vocational-technical training, due to its practicality and lack of ambiguity within course and program content, has avoided some of the pitfalls that confront baccalaureate degree holders in terms of career decisions.

Having explained some of the possible reasons for dissatisfaction with college training, it seems appropriate to review some of the reasons for satisfaction with vocational-technical training. Lavin (1978) studied the importance of various factors in choosing a long-term career vocation. Approximately seventy-eight percent of this sample said that working with people rather than things was very important to them. The next three factors, listed in degree of importance, are interest in work activities, being of service to others, and using special talents. Factors listed as the least important were interest in travel, free time, opportunity to get ahead rapidly, and the status and prestige of a job. The factors listed as most important were found to be sources of satisfaction for students at the vocational technical institutes studied. He also studied the importance of factors in selecting major fields of study within a vocational-technical program. The most important factor was the relationship between the major area of study and the interests of the individual. This factor was followed by the relationship between major and career choice, and the relationship between major and talents and aptitudes. In a similar study, Wenchowski (1979) attempted to determine whether or not students

were satisfied with their vocational-technical training. Results showed that 50.2% of the sample of workers trained in vocational-technical schools were extremely satisfied with their work. Approximately forty-seven percent of the sample said they were satisfied and only 2.1% of the sample expressed dissatisfaction. While the previously mentioned psychological aspects of work are very important, we must also keep in mind the practicality of completing a vocational technical program. Wunsch (1977) reported that the primary objective in attending a vocational-technical program was preparation for getting a job (17.4%). This objective was followed by improvements of existing job skills, preparation for a job in another field, transfer to a four year college, and personal interest. Approximately 94% of the sample felt that their objectives were being met. Edin (1977) conducted a similar study which compared reasons for students enrolling in vocational-technical programs in Minnesota. Preparing for a job was the number one objective of these students, followed by preparation for further education, the exploring of a different occupation, and the chance to try something new. It is interesting to note that transfer to a four year college and preparation for further education were both listed as objectives in attending a vocational-technical program. It was the intention of this study to further research the educational plan to tie together vocational-technical training and other forms of education.

The population studied was a very unique population. These people have experienced the earning of a baccalaureate degree, followed by enrollment into a vocational-technical program. How satisfied will these people be with the job they attain relevant to their vocational-technical training? According to Walsh (1978) they should be quite

satisfied. He conducted a study similar to the one being attempted, in which baccalaureate degree holders trained in vocational-technical areas were asked to assess their career satisfaction. In comparison with people trained only in vocational-technical areas, the people with combination A.D., B.S. degrees reported a higher level of satisfaction, greater likelihood of promotion, greater career potential, and higher salaries. The general conclusion was that jobs requiring a bachelors degree with a high level of vocational-technical training tended to be more desireable jobs. The major conclusions were that graduates assessed their college as at least moderately effective in helping them achieve goals not typically associated with career preparation programs, that over 60% had jobs directly related to their baccalaureate degree and that nearly 80% would make the same career decisions if they had to do it over again. Thus, in many cases the A.D. and B.S. degrees were not separate entities but rather part of an educational plan. Many of the individuals saw themselves as being more marketable in the labor force. This is a very interesting education scheme and one that this study hoped in part to explain. It has been hypothesized that the bachelor of technology degree may provide the missing step in a true vertical career ladder (Bolick and Cooper, 1974). An example is Appalachian State University, a pioneer of this type of program. They encourage graduates of two year technical programs to pursue bachelor's degrees without paying a penalty of transferability of credits. Other schools also see the value of combining a baccalaureate program with a vocational-technical program. The School of Technical Careers (S.T.C.) as Southern Illinois University-Carbondale provides a

means of allowing vocational-technical students to work on a four year degree. It is one way of satisfying the labor market demand for graduates with four year degrees and greater breadth and depth of training in vocational and technical fields. Walsh and Reynolds (1978) report on a follow-up study of S.T.C. graduates of 1974 and 1975. They found that not a single respondent was unemployed and looking for work. Fifty-five percent perceived their present job as directly related to their baccalaureate degree and 37% of the graduates saw their job as somewhat related to their major. The average salary of S.T.C. baccalaureate graduates was comparable to that of other college graduates--just over $10,000 per year. It is interesting to note that only 27% indicated that a bachelors degree was a prerequisite for their present job. Another 37% said that it was preferred. Almost 38% said that a bachelors degree was not required. Other findings were that graduates did not perceive themselves in "dead end" positions, they were in jobs in which they were using the additional knowledge acquired in the baccalaureate program and finally, it was anticipated by those who designed the program that the value of the bachelors degree would not be evident immediately. Possibly most important, the majority of S.T.C. baccalaureate degree holders would follow the same educational plan if they had to do it over again.

Since limited research is available on the baccalaureate degree holder who pursues vocational-technical training, possible ramifications of this educational strategy are difficult to generalize from the limited research that has been done. It was the intent of this study, then, to provide some such appropriate research which hopefully will compliment the existing information.

Chapter II

Research Approach

Population

The population for this study was part or full time students with baccalaureate degrees who were enrolled in a diploma, associate degree, or other VTAE program. The sample included three VTAE districts in Wisconsin: District One Technical Institute, Western Wisconsin Technical Institute, and Milwaukee Area Technical College. One of these districts (Milwaukee Area Technical College) was located in an urban area. The main survey was sent to each baccalaureate degree holder as identified by their respective school. One hundred and seventy-two students received the survey form through the mail and an additional 15 were personally interviewed.

Survey Design

A modified Delphi approach was used to develop the survey instrument. This allowed the researcher to identify the factors which influenced the baccalaureate degree holder to enroll in a vocational or technical program. The first round data were collected through personal interviews. Five students from each of the three VTAE districts were interviewed. A set of open-ended questions (see Appendix C) was used and the goal was to develop the rating scale for the second round. The second round surveyed a larger sample of baccalaureate degree holders.

Talbe II-1 summarizes the objectives and correlates them with the survey questions designed to meet these objectives.

Table II - 1

Research Objectives and Corresponding Survey Questions

Objectives	Survey Questions
Demographic Data	1-8, 46
Objective 1: Major reasons for enrolling in a vocational or technical program	9, 11-19, 36-43
Objective 2: Extent to which major emphases in baccalaureate program is related to VTAE program	10
Objective 3: Relevancy of VTAE programs to students' economic and employment needs	47, 48
Objective 4: Satisfaction with career decisions	20, 21-27, 28-35, 44, 45

A pilot test of the survey instrument was administered to ten graduate students at UW-Stout. Their reactions and suggestions were incorporated into the final form. In addition, a copy of the final draft was reviewed by Harold Halfin, Co-Director of the Center for Vocational, Technical and Adult Education at UW-Stout.

Procedures Used to Acquire Data

During April, 1980, the survey was sent to 172 students whose names and addresses were supplied by the VTAE district in which they were presently enrolled. A cover letter and a business reply enevelope were

enclosed with the instrument.

Upon completion, the surveys were mailed to Orville Nelson at the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout.

Ninety students or fifty-two percent of the sample responded to the survey contact by the May 6, 1980 deadline. Data were then analyzed and when four additional surveys were received, a check was made to discern whether there were any differences between the responses used in the data analysis and the responses that were received late. No significant differences were found to exist.

Data Analysis

The mailed survey forms were processed and tabulated for analysis at the Center for Vocational, Technical and Adult Education. The resulting summaries were then used by the research for this report.

Time Schedule

This study was conducted during the period from January 1, 1980 through June 30, 1980.

Chapter III

Findings

Introduction

This report is based on the analysis of responses from 90 men and women who were baccalaureate degree holders working toward a diploma, associate degree or other VTAE program. The sample includes 54 women and 36 men from the three VTAE districts who participated in the study.

Four additional surveys were received after the return deadline of May 6, 1980. A review of these late surveys showed no significant differences between them and the responses used in the data analysis.

The findings are presented following the sequence of the outlined objectives and research areas. The first section of the survey results will be concerned with demographic data. Factors such as sex, age, level of education achieved, length of program, whether the respondents are going to school part time or full time, and whether they are working toward a diploma, degree, or other VTAE program will all be discussed.

Survey Results

Demographic Data

The respondents in this sample represented a variety of occupational interests. (See Appendix D). Among those represented in this survey were practical nursing, various secretarial programs, dietetics, data processing, mortuary science, cosmotology, histotechnology, biomedical electroncis, tool and die making, and architectural technology.

Present Status in VTAE System

This study included both part and full time students. Table III-1 presents information related to the respondents' status in school. It describes the number and percent of students who were attending school either full time or part time; whether they were working toward a vocational diploma, an associate degree, or other VTAE program; and whether they were enrolled in a one year program, a two year program or other VTAE program.

Data presented in the top portion of Table III-1 indicate that 62% of the respondents were attending school full time and that 34% were attending school part time.

Data in the second portion of the table show that a higher number of students (57) were working toward an associate degree, as compared to the number of students (10) working toward a vocational diploma. Twenty students were attending school for reasons other than working toward a vocational diploma or associate degree.

Data presented at the bottom of the table indicate that 9% of the students were enrolled in a one year program, 21% were enrolled in a VTAE programs of various lengths, and 68% were enrolled in two year programs.

Table III-1

Present Status in VTAE System

Status	Males N	Males %	Females N	Females %	Total N	Total %
Attending School:						
Full-time	23	64	33	61	56	62
Part-time	12	33	19	35	31	34
N=	36		54		90	
Omits	1	3	2	4	3	3
Working Toward:						
Vocational diploma	5	14	5	9	10	11
Associate degree	22	61	35	65	57	63
Other	7	19	13	24	20	22
N=	36		54		90	
Omits	2	6	1	2	3	3
Enrolled in a:						
One year program	3	8	5	9	8	9
Two year program	22	61	39	72	61	68
Other	10	28	9	17	19	21
N=	36		54		90	
Omits	1	3	1	2	2	2

Level of Education

For most of the respondents, completion of a B.A./B.S. degree was the highest level of education attained prior to their enrollments in a VTAE program. Table III-2 shows the actual percentages and numbers at each education level.

Table III-2

Highest Level of Education Attained
Prior to Enrollment in a VTAE Program

Level of Education	Number and Percents of Responses					
	Male		Female		TOTAL	
	N	%	N	%	N	%
B.A./B.S. degree	30	83	50	93	80	89
M.A./M.S. degree	4	11	3	6	7	8
Doctorate	0	0	0	0	0	0
Other	2	6	1	1	3	3
Total	36	100	54	100	90	100

Age

The ages of the males and females correspond fairly closely. Forty-one percent of the people in the sample were in the age group of 25-29. This group included 44 percent of the males and 39 percent of the females. Twenty-six percent of the sample were in the age group of 30-34. This grouping included 39 percent of the males and 17 percent of the females. Twelve percent were in the age group of 20-24, 9 percent in the age group of 35-39, and 9 percent in the age group of 40-49.

Table III-3

Age of Respondents

Age	Total		Male		Female	
	%	N	%	N	%	N
20-24	12	11	8	3	15	8
25-29	41	37	44	16	39	21
30-34	26	23	39	14	17	9
35-39	9	8	3	1	13	7
40-49	9	8	6	2	11	6
50-64	2	2	0	0	4	2
65 and older	0	0	0	0	0	0
omits	1	1	0	0	2	1
N=		90		36		54
Median age =		28.5 years				

Nature of High School Education

Table III-4 examines the relationship of students' high school programs to their VTAE programs. Eighty percent of students responded that their high school program was of the college preparatory nature and 20 percent felt their high school program was of a general nature.

Table III-4

Nature of High School Education

Type of Education	Males		Females		Total	
	N	%	N	%	N	%
College preparatory	25	69	47	87	72	80
General	11	31	7	13	18	20
Vocational (prepare for full-time job)	0	0	0	0	0	0
Vocational (prepare for VTAE program)	0	0	0	0	0	0
N=	36		54		90	

Reasons for Enrolling in a VTAE Program

Table III-5 illustrates the reasons for enrolling in a VTAE Program. The highest ranking response was the item, "prepare for a new career." Over half (54%) of the students checked this item with no significant differences existing between the sexes. Forty-seven percent of the males and 59% of the females responded to this item. The second ranking item, "improve skills for current job," was chosen by 9% of the students and was followed closely by "obtain licensure or certification for a new job"

(8%), "exploration of new subject and/or career area" (8%), "for self enrichment exploration of an area of personal interest" (8%), and "develop skills and knowledge to start or improve my own business" (8%). Seventeen percent of the males enrolled in a VTAE program to develop skills and knowledge to start or improve their own business as compared to only 2% of the females.

Table III-5

Reasons for Enrolling in a VTAE Program

Reasons for Enrolling	Total		Male		Female	
	%	N	%	N	%	N
Prepare for a new career	54	49	47	17	59	32
Improve skills for current job	9	8	6	2	11	6
Obtain licensure or certification for current job	6	5	11	4	2	1
Obtain licensure or certification for a new job	8	7	14	5	4	2
Exploration of new subject and/or career area	8	7	6	2	9	5
For self enrichment/ exploration of an area of personal interest	8	7	8	3	7	4
Develop skills which I can use in my leisure time	2	2	0	0	4	2
Develop skills and knowledge to start or improve my own business	8	7	17	6	2	1
Other	4	4	3	1	6	3
N=		96 #		40		56

#Some individuals checked more than one response.

Table III-6

Reasons for Enrolling in a VTAE Program

Reasons for Enrolling	Total		Males		Females		Most Imp.	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	%	N
Increase my knowledge and skills as related to my present job	2.51	2.02	3.14	2.14	2.09	1.84	18	16
Acquire a promotion or salary increase	1.77	1.23	1.86	1.33	1.70	1.16	1	1
Obtain a job that would have a higher salary	3.29	1.94	3.31	2.01	3.28	1.92	18	16
Obtain a job that is more interesting	3.60	1.90	2.92	1.92	4.06	1.75	22	20
Obtain a job that more closely matches my abilities	3.26	1.67	2.75	1,63	3.59	1.62	9	8
Acquire the skills needed to start my own company or business	2.00	1.45	2.47	1.61	1.69	1.24	3	3
Refresh/develop the skills and knowledge needed to re-enter the labor market after being out of it for a period of time	2.00	1.60	1.69	1.31	2.21	1.75	7	6
Other	4.71	1.05	4.83	1.94	4.63	2.26	9	8
N=								78

Key: NI = 1 = Not Important
SI = 2 = Slightly Important
MI = 3 = Moderately Important
I = 4 = Important
VI = 5 = Very Important

The following numbers indicate the degree of importance for each reason. The right-hand column indicates the reasons which received the highest ratings.

Table III-6 is similar to Table III-5 in that it also illustrates reasons for enrolling in a VTAE Program. However, in Table III-6 all items were responded to using the following key:

NI = 1 = Not Important
SI = 2 = Slightly Important
MI = 3 = Moderately Important
I = 4 = Important
VI = 5 = Very Important

Participants in the survey responded to each item in terms of degree of importance. The students were asked to indicate which reason he/she felt was most important. The mean response 3.60, with a standard deviation of 1.90, to the item, "obtain a job that is more interesting," was cited by 20 students as the most important reason for enrolling in a VTAE Program. The item, "obtain a job that would have a higher salary," had a mean response of 3.29, with a standard deviation of 1.94. This item was chosen as most important by 16 students and was followed by the item, "obtain a job that more closely matches my abilities." This item was also selected as most important by 16 students and it had a mean response of 3.26, with a standard deviation of 1.67. It is interesting to note that the item, "acquire a promotion or salary increase," was viewed as the least important reason for enrolling in a VTAE Program. The mean response was 1.77, with a standard deviation of 1.23.

Table III-7

Factors Influencing Enrollment

Factors	Total		Males		Females		Most Imp.	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	%	N
Cost of program	2.90	1.49	2.40	1.26	3.23	1.55	4	4
Practicality of program	4.45	1.28	4.40	1.46	4.48	1.16	22	20
Time required to complete program	3.48	1.44	3.06	1.26	3.75	1.49	9	8
Program was related to my career goals	4.34	1.55	4.46	1.52	4.26	1.58	30	27
Convenience in scheduling courses	2.73	1.25	2.51	1.25	2.88	1.24	9	8
Upgrade my job skills	3.46	1.79	3.40	1.61	3.50	1.91	13	12
Other	5.00	1.66	5.25	0.96	4.80	2.17	6	5
N=								84

Key: NI = 1 = Not Important I = 4 = Important

SI = 2 = Slightly Important VI = 5 = Very Important

MI = 3 = Moderately Important

The following numbers indicate the degree of importance for each factor. The right-hand column indicates the factors that were selected as the most important factors.

Factors Influencing Enrollment

Table III-7 illustrates a number of factors that influenced enrollment. The item, "Program was related to my career goals," was viewed as most important by 30% of the students. It had a mean response of 4.34, with a standard deviation of 1.55. The practicality

of VTAE programs was also viewed as an important factor. Twenty-two percent of the students chose it as the most important factor and it had a mean response of 4.45, with a standard deviation of 1.28. "Upgrading my job skills" was chosen as the most important factor by 12% of the students followed by "Convenience in scheduling courses" (8%), and "Time required to complete program" (8%).

Relationship Between Vocational/Technical Program and Major Emphases in Baccalaureate Program

Table III-8 examines the relationship of students' baccalaureate programs to their VTAE programs. Eleven percent of the students responded that their baccalaureate program was directly related to their VTAE programs. For these students, most of their general education, major and minor credits applied to their VTAE program. Twenty percent responded that their baccalaureate programs were somewhat related to their VTAE programs meaning that some of their general education, major and minor credits applied to their VTAE programs. The largest percentage of students (42%) felt there was very little relationship. Only a few of their general education credits applied to their VTAE program. Surprisingly, 27% of the students responded that their vocational/technical program and their baccalaureate program were not at all related. The table showed no significant differences between males and females.

Table III-8

Relationship Between Vocational/Technical Program and Major Emphases in Baccalaureate Program

Degree of Relationship	Total		Males		Females	
	%	N	%	N	%	N
Directly. (Most of my general education, major and minor credits apply to my VTAE program.)	11	10	8	3	13	7
Somewhat. (Some of my general education, major and minor credits	20	18	14	5	24	13
Very little. (A few of general education credits apply to my VTAE program.)	42	38	44	16	41	22
Not at all. (None of my college credits apply to my VTAE program.)	27	24	33	12	22	12
N=		90		36		54

Number of Full-time Jobs Held Between Completion of B.A./B.S. Degree and Enrollment in VTAE Program

Table III-9A reports on the number of full time jobs held between the completion of the students' B.A./B.S. degree and their enrollment in a VTAE program. Almost one-half (47%) of the students checked that they had held 2-3 full-time jobs during this period. Twenty-six percent had held only 1 full-time job and interestingly 9% did not hold a full-time job between completion of their B.A./B.S. degree and enrollment in a VTAE program. Sixteen percent of the students were at the opposite extreme. They responded that they had held 4-5 full-time jobs.

Table III-9A

Number of Full-time Jobs Held Between Completion of B.A./B.S. Degree and Enrollment in VTAE Program

Number of Full-time Jobs	Total		Males		Females	
	%	N	%	N	%	N
None	9	8	14	5	6	3
One	26	23	19	7	30	16
2 - 3	47	42	47	17	46	25
4 - 5	16	14	19	7	13	7
6-10	1	1	0	0	2	1
11 or more	1	1	0	0	2	1
N=		89		36		53
Median	2 - 3		2 - 3		2 - 3	

Comparison of Respondent's Age and Number of Full-time Jobs Held Between Completion of B.A./B.S. Degree and Enrollment in VTAE Program

Most students (42) held 2-3 full-time jobs between the completion of their B.A./B.S. degree and enrollment into a VTAE program. Of these 42 students, 16 were in the 25-29 year old age range and 15 were in the age range of 30-34 years old. Twelve students, ages 25-29, had held only 1 full-time job, and 3 student ages 20-24 and 4 students ages 25-29 had not held a full-time job between the completion of their B.A./B.S. degree and enrollment into a VTAE Program. Only 2 students had held more than 5 full-time jobs in the interlude between educational experiences.

Table III-9B

Comparison of Respondent's Age and Number of Full-time Jobs Held Between Completion of B.A./B.S. Degree and Enrollment in VTAE Program

Age \ Jobs	Number of Fulltime Jobs					
	None	One	2 - 3	4 - 5	6 - 10	11 or more
20 - 24	3	4	3	1	0	0
25 - 29	4	12	16	5	0	0
30 - 34	0	2	15	6	0	0
35 - 39	0	3	3	1	1	0
40 - 49	0	2	4	1	0	1
50 - 64	1	0	1	0	0	0
Total	8	23	42	14	1	1

Current Employment Status of Respondents

Table III-10 reports on the current employment status of the respondents. Sixty-nine percent of the students were in either full or part time employment. As expected, more part time students (62%) than full time students (20%) were enrolled full time. Forty-five percent of the full time students were employed part time and fifteen percent of the part time students were employed part time. Eleven percent of the students were unemployed, but looking for paid employment.

TABLE III-10

Current Employment Status of Respondents

Current Employment Status	Part-time student		Full-time Student		Total	
	N	%	N	%	N	%
Employed full-time, paid employment.	21	62	11	20	32	36
Employed part-time, paid employment.	5	15	25	45	30	33
Full-time homemaker	3	9	3	5	6	7
Unemployed, but looking for employment.	4	12	6	11	10	11
Unemployed, am not looking for paid employment	1	3	5	9	6	7
Other	0	0	6	11	6	7
N =	34		56		90	

Degree of Satisfaction with VTAE Programs

When asked how they felt about the VTAE program in which they were enrolled, 81 percent of the students indicated that they were either satisfied or very satisfied with their respective program. Only 7 percent of the students expressed any degree of dissatisfaction and only 1 student indicated that he/she was very dissatisfied. Twelve percent reported that they were uncertain as to whether or not they were satisfied with their program. (Table III-11)

TABLE III-11

Degree of Satisfaction With VTAE Program

Degree of Satisfaction	Males		Females		Total	
	N	%	N	%	N	%
Very Satisfied.	5	14	21	39	26	29
Satisfied	24	67	23	43	47	52
Not Certain	3	8	8	15	11	12
Dissatisfied.	3	8	2	4	5	6
Very Dissatisfied	1	3	0	0	1	1
N =	36		54		90	

Reasons for Satisfaction in VTAE Program

The most important reasons for satisfaction in a VTAE program were course contents (42%) and quality of instruction (18%). As a reason for satisfaction, course contents had a mean of 5.24 with a standard deviation of 0.94. Quality of instruction had a mean of 4.32 with a standard deviation of 1.18. (See Table III-12)

TABLE III-12

Reasons for Satisfaction in VTAE Program

Reasons for Satisfaction	Total		Males		Females		Most Important	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	%	N
Quality of instruction	4.32	1.18	4.00	1.39	4.53	0.98	18	16
Course contents (relevant, practical, etc.)	5.24	0.94	5.14	1.09	5.30	0.83	42	38
Scheduling (when courses are available)	3.26	1.47	2.72	1.36	3.61	1.45	4	4
Location (where courses are offered)	3.07	1.45	2.70	1.64	3.30	1.28	2	2
Cost	3.49	1.51	2.90	1.57	3.89	1.35	7	6
Other	4.20	1.92	4.50	0.77	4.00	2.65	1	1
N =								67

KEY: NI = 1 = Not Important
SI = 2 = Slightly Important
MI = 3 = Moderately Important
I = 4 = Important
VI = 5 = Very Important

The following numbers indicate the degree of importance for each reason. The right-hand column indicates the reasons which received the highest ratings.

Reasons for Dissatisfaction in VTAE Program

Table III-13 reports on reasons for dissatisfaction in a VTAE program. Only those students who were dissatisfied with their program were asked to respond to this survey question. Four percent of the students felt that their respective VTAE program was not challenging. Other reasons for dissatisfaction were inconvenient scheduling (2%), inconvenient location (2%), and program content not as advertised (1%).

TABLE III-13

Reasons for Dissatisfaction in VTAE Program

Reason for Dissatisfaction	Total		Males		Females		Most Important	
	$\bar{X}$	S.D	$\bar{X}$	S.D	$\bar{X}$	S.D	%	N
Inconvenient location	2.53	1.97	2.43	1.90	2.60	2.12	2	2
High cost	1.88	1.26	2.00	1.15	1.78	1.39	0	0
Program content to difficult	1.38	0.89	1.57	1.13	1.22	0.67	0	0
Not challenging	2.88	2.28	3.14	2.67	2.67	2.06	4	4
Program content not as advertised	2.12	1.76	1.86	1.21	2.30	2.11	1	1
Inconvenient scheduling	3.13	2.00	3.57	2.07	2.78	1.99	2	3
Other	4.83	1.94	3.67	2.31	6.00	0.00	3	3
N =								13

KEY: NI = 1 = Not Important
SI = 2 = Slightly Important
MI = 3 = Moderately Important
I = 4 = Important
VI = 5 = Very Important

The following numbers indicate the degree of importance for each reason. The right-hand column indicates the reasons which received the highest ratings.

Factors That Have Slowed Completion of VTAE Program

Table III-14 reports the responses to the question "What factors have slowed the completion of your VTAE program?" Thirty-one percent responded to the item "Had to take courses in a specific sequence." Many of those students may have had transfer credits which fulfilled many of their requirements and thus had to wait for the needed classes to be offered. Ten percent checked the item "Program was full, had to wait for an opening," while for 4% of the student's financial considerations slowed the completion of their VTAE program. A large number of students responded to the "other" category. Typical responses included: "Presently working full-time, able to attend classes on a part-time basis only," "scheduling of night classes and sequence of classes."

Table III-14

Factors That Have Slowed
Completion of VTAE Program

Factors	Total		Male		Female	
	%	N	%	N	%	N
Had to take courses in a specific sequence	31	28	36	13	28	15
Program was full, had to wait for an opening	10	9	11	4	9	5
Financial Considerations	4	4	8	3	2	1
Others	54	49	53	19	56	30
N=		90		39		51
Omits	16	14	14	5	17	9

Future Educational Plans After Completion of VTAE Program

Table III-15 takes a look at the student's future educational plans after completion of their VTAE program. Thirty one percent have no future educational plans, 21% will take specific courses at a VTAE school, 20% will pursue another college degree, 20% will take specific courses at a college, and 9% will enroll in another VTAE program. Twenty-eight percent listed responses not offered in the survey question. These responses are listed in Appendix B.

TABLE III-15

Future Educational Plans After Completion of VTAE Program

Future Plans	Total		Male		Female	
	%	N	%	N	%	N
I will enroll in another VTAE program	9	8	11	4	7	4
I will take specific courses at a VTAE school	21	19	25	9	19	10
I will pursue another college degree.	20	18	11	4	26	14
I will take specific courses at a college	20	18	19	7	20	11
I have no future educational plans.	31	28	39	14	26	14
Other	28	25	31	11	26	14
N =		116		49		67

Conclusions

After examining the results of this study, the following conclusions could be made:

Objective 1: Most students enrolled in a VTAE program to prepare for a new career. The most important reasons for their enrolling in a VTAE program were to obtain a job that would have a higher salary, and to increase the knowledge and skills as related to their present job.

Objective 2: Most students felt there was very little relationship between the vocational/technical program in which they were currently enrolled and the major emphases in their baccalaureate program.

Objective 3: Most students felt that the VTAE programs they had enrolled in were relevant to their economic and employment needs. They emphasized that programs were related to their career goals and that they would be able to obtain a job that would have a higher salary.

Objective 4: Most students indicated that they were either satisfied or very satisfied with the VTAE program in which they had enrolled. The most important reasons for their satisfaction was the course content and the quality of instruction.

Chapter IV

Recommendations

The following recommendations are made based on the results of the research in this project.

1. Consideration should be given to developing new vocational/technical programs. Results from this study indicate that many students are purposely combining a baccalaureate degree with a vocational/technical degree as part of an educational plan. Thus, new programs should be developed to better fit the needs of these students.
2. According to the literature reviewed, new job markets are being developed for persons with a combination of college education and vocational/technical training. Research should be done to determine how well these employers are being served.
3. Scheduling changes should be made within the vocational/technical programs to allow the baccalaureate degree holder to progress through their respective programs at a more rapid pace.
4. A review of the survey results indicate a large number of written-in responses for certain items. Thus some changes need to be made in the original survey instrument.
5. Since this is an initial investigation in this area in Wisconsin, further research is recommended.

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Appendix A

Survey Instrument and Accompanying Cover Letter

Dear Student:

We are conducting a study which deals with identifying the factors that cause persons whith baccalaureate degrees to enroll in post-secondary vocational and technical programs. The purpose of this study is to determine why individuals with baccalaureate degrees enroll in a post-secondary vocational or technical program, the degree to which these programs relate to the majors in their baccalaureate degrees, and their reactions to the relevancy of their VTAE programs. We are hoping that such a study will answer questions concerning the relevancy and need for vocational education.

Will you please help in this study by answering the questions on the attached survey form. All of your responses will remain confidential. You do not need to place your name on the survey.

Please complete the survey form and return it to us.

Thank you very much for your cooperation.

Sincerely,

Orville Nelson

Orville Nelson
Co-Director
Center for Vocational, Technical
and Adult Education

Kevin Munstenteiger

Kevin Munstenteiger
Research Assistant

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Enclosure

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CVTAE
UW-Stout
Form 7139.A1

A STUDY OF COLLEGE GRADUATES WHO ARE ENROLLED IN WISCONSIN'S VTAE SYSTEM

1. In what vocational/technical program are you currently enrolled?

_____

2. What vocational/technical school are you attending?_____

3. What is your highest level of education achieved to this date?

____(1) B.A./B.S. degree.
____(2) M.A./M.S. degree.
____(3) Doctorate.
____(4) Other (please specify) _____

4. Sex:

____(1) Male.
____(2) Female.

5. I am enrolled in a:

____(1) One-year program.
____(2) Two-year program.
____(3) Other _____

6. I am working toward:

____(1) Vocational diploma.
____(2) Associate degree.
____(3) Other_____.

7. I am attending school:

____(1) Part-time.
____(2) Full time.

8. Age:

____(1) 20-24.
____(2) 25-29.
____(3) 30-34.
____(4) 35-39.
____(5) 40-49.
____(6) 50-64.
____(7) 65 and older.

9. Why are you currently enrolled in a vocational/technical program? (Check the main reason)

____(1) Prepare for a new career.
____(2) Improve skills for current job.
____(3) Obtain licensure or certification for current job.
____(4) Obtain licensure or certification for a new job.
____(5) Exploration of new subject and/or career area.
____(6) For self-enrichment/exploration of an area of personal interest.
____(7) Develop skills which I can use in my leisure time.
____(8) Develop skills and knowledge to start/or improve my own business.
____(9) Other (please specify)_____.

10. Check the response below which corresponds to the relationship between the vocational/technical program in which you are currently enrolled and the major emphases in your baccalaureate program.

____(1) Directly. (Most of my general education, major and minor credits relate to my VTAE program.)
____(2) Somewhat. (Some of my general education, major and minor credits apply to my VTAE program.)
____(3) Very little. (A few of my general education credits apply to my VTAE program.)
____(4) Not at all. (None of my college credits apply to my VTAE program.)

(over please)

11-18. Directions: The table below lists a number of reasons for enrolling in a VTAE program. Please indicate the degree of importance for each reason by circling the appropriate number. Leave the right-hand column blank until you have rated each reason.

NI = 1 = Not Important
SI = 2 = Slightly Important.
MI = 3 = Moderately Important.
I = 4 = Important.
VI = 5 = Very Important.

Reasons for Enrolling in a VTAE Program	Importance NI 1	SI 2	MI 3	I 4	VI 5	6
11. Increase my knowledge and skills as related to my present job.	1	2	3	4	5	___
12. Acquire a promotion or salary increase . .	1	2	3	4	5	___
13. Obtain a new job that would have a higher salary.	1	2	3	4	5	___
14. Obtain a job that is more interesting (more closely matches my interests). . . .	1	2	3	4	5	___
15. Obtain a job that more closely matches my abilities	1	2	3	4	5	___
16. Acquire the skills needed to start my own company or business.	1	2	3	4	5	___
17. Refresh/develop the skills and knowledge needed to re-enter the labor market after being out of it for a period of time	1	2	3	4	5	___
18. Other (please specify)_____ _____	1	2	3	4	5	___

19. Review the items in the list above which received the highest ratings and check the one which is the most important. Place your check mark in the right-hand column under the number 6.

20. How satisfied are you with your VTAE program?

___(1) Very satisfied. → Go to Item 21.
___(2) Satisfied. → Go to Item 21.
___(3) Not certain. → Go to Item 36.
___(4) Dissatisfied. → Go to Item 28.
___(5) Very dissatisfied. → Go to Item 28.

21-27. The table below lists a number of reasons for satisfaction with a VTAE program. Please rate the degree of importance for each reason. Leave the right-hand column blank until you have rated each reason.

NI = 1 = Not important. I = 4 = Important.
SI = 2 = Slightly important. VI = 5 = Very important.
MI = 3 = Moderately important.

• Reasons for Satisfaction in VTAE Program	Importance NI 1	SI 2	MI 3	I 4	VI 5	6
21. Quality of instruction.	1	2	3	4	5	___
22. Course content(relevant, practical, etc.) .	1	2	3	4	5	___
23. Scheduling (when courses are available. . .	1	2	3	4	5	___
24. Location (where courses are offered)	1	2	3	4	5	___
25. Cost.	1	2	3	4	5	___
26. Other (please specify).	1	2	3	4	5	___

27. Review the items which received the highest ratings and check the one which is the most important. Place your check mark in the right hand column above under number 6. Then go to item 36.

28-34. The table below lists a number of reasons for dissatisfaction with a VTAE program. Please rate the degree of importance for each reason. Leave the right-hand column blank until you have rated each reason.
NI = 1 = Not important. MI = 3 = Moderately important.
SI = 2 = Slightly important. I = 4 = Important. VI = 5 = Very important.

• Reasons for Dissatisfaction in VTAE Program	Importance NI 1	SI 2	MI 3	I 4	VI 5	6
28. Inconvenient location	1	2	3	4	5	___
29. High cost	1	2	3	4	5	___
30. Program content too difficult	1	2	3	4	5	___
31. Program content not challenging	1	2	3	4	5	___
32. Program content not as advertised	1	2	3	4	5	___
33. Inconvenient scheduling	1	2	3	4	5	___
34. Other (please specify)_____ _____	1	2	3	4	5	___

35. Review the items above which received the highest ratings and check the one which is the most important. Place your check mark in the right-hand column under Number 6.

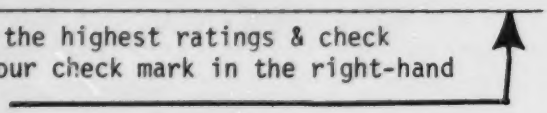
(over please)

36-43. Rate the degree to which each of the following factors influenced your decision to enroll in a VTAE program. Leave the right-hand column blank until you have rated each reason.

NI = 1 = Not important.
SI = 2 = Slightly important.
MI = 3 = Moderately important.
I = 4 = Important.
VI = 5 = Very important.

• Factors Influencing Enrollment	Importance NI 1	SI 2	MI 3	I 4	VI 5	6
36. Cost of program	1	2	3	4	5	
37. Practicality of programs.	1	2	3	4	5	
38. Time required to complete program	1	2	3	4	5	
39. Program was related to my career goals. .	1	2	3	4	5	
40. Convenience in scheduling courses	1	2	3	4	5	
41. Upgrade my job skills	1	2	3	4	5	
42. Other (please specify)_____	1	2	3	4	5	

43. Review the items above which received the highest ratings & check which is the most important. Place your check mark in the right-hand column under Number 6.



44. What factors have slowed the completion of your VTAE program? (Check all that apply.)

____(1) Had to take courses in a specific sequence.
____(2) Program was full, had to wait for an opening.
____(3) Financial considerations.
____(4) Other (please specify)_____
_____

45. What are your future educational plans after you complete your present program? (Check all that apply.)

____(1) I will enroll in another VTAE program.
____(2) I will take specific courses at a VTAE school.
____(3) I will pursue another college degree.
____(4) I will take specific courses at a college.
____(5) I have no future educational plans.
____(6) Other (please specify)_____
_____

(over please)

46. What was the nature of your high school education?

____(1) College preparatory
____(2) General.
____(3) Vocational (prepare for full-time job)
____(4) Vocational (prepare for VTAE program)

47. How many full-time jobs have you held between the completion of your B.A./B.S. degree and your enrollment in a VTAE program?

____(1) None.
____(2) One.
____(3) 2-3.
____(4) 4-5.
____(5) 6-10.
____(6) 11 or more.

48. What is your current employment status.

____(1) Employed full time, paid employment.
____(2) Employed part time, paid employment.
____(3) Full-time homemaker.
____(4) Unemployed but looking for paid employment.
____(5) Unemployed; am not looking for paid employment.
____(6) Other (please specify)_____

Thank you for responding.

Please return to: Center for Vocational, Technical and Adult Education
226 Applied Arts Building
UW-Stout
Menomonie, WI 54751

Appendix B

Responses to Open Ended Questions

Question 9 - Why are you currently enrolled in a vocational/technical program?

- Unable to get a job in television with my BA degree in Mass Communication.
- Could not find a job with my BA degree as a communication major.
- Broaden existing Public Relations career.
- Pursuing new career because of illness which prevented return to old career.

Question 18 - Reasons for enrolling in a VTAE program.

- Learn new skills so I can offer broader services as a public relations consultants.
- Could not find a job with my BA degree in Communications so I decided to go into a profession where I could find a job, however, I'd rather work in public relations.
- Exploration of an area of special interest.
- Increase my knowledge and skills for a future job.
- Unable to obtain a job with my degree even though I was willing to relocate.
- Use up the rest of my V.A. benefits.
- Increase my knowledge and skills.
- To support my interest in art and give me job security.
- Use up my V.A. benefits, improve my farm operation skills.
- If possible, to prepare me to eventually go to law school.
- Prepare myself for a field in which there are jobs.
- To better provide for my customers, am interested in the materials.
- To satisfy other interests, prepare for a possible second career.

Question 26 - Reasons for satisfaction in VTAE program.

- Ability to qualify me as a professional in another field.

Question 34 - Reasons for dissatisfaction in VTAE program.

- Classroom was located on third floor and materials had to be carried to class.
- Too much paperwork involved with program requisites.
- I am dissatisfied with the quality of instruction, the course content, the learning methods employed, the lack of focus, and the illogical progression of the subject matter.
- Poor quality of education, most of my fellow studens are unpleasant.
- Too much subject matter is crammed into one quarter. Four and one half to nine months of work is expected to be learned in the three months.

Question 42 - Factors influencing enrollment.

- I could upgrade my job skills through this program and I could do it now since my children are young.

Question 44 - What factors have slowed the completion of your VTAE program?

- Due to physical limitations, I cannot take a heavy schedule.
- Full time employment.
- The time at which the classes meet.
- Having to take English Composition which I should have taken in college.
- Having to complete VTAE requirements which were either not met by my college education or were not accepted.
- Lack of relevant elective courses.
- Course not offered due to lack of enrollment or instructor to teach course.
- Inflexible schedule system.
- Presently working full-time, able to attend classes on a part-time basis only.
- Started part-time work.
- Have to take some courses that I don't feel are necessary due to my having already completed a BS degree.
- Scheduling of night classes and sequence of classes.
- Was not advised to do care curriculum work during the year spent after my application was submitted and before the start of my program (One year mandatory wait).
- Nursing program extremely difficult, had to take science courses separately from clinical to insure passing.
- Not attempting to complete program by taking selected courses only.
- Course offerings in evenings are limited.
- Completion of program has not been slowed but have had to increase work load due to challenge exams not being available or deliberately being made too difficult to pass. Unfairness of challenge exam was apparent after completing course and comparing knowledge acquired to that expected of challenge exam.
- Attend school part-time and only a limited number of courses are offered during the summer.
- Poor scheduling by the school, some courses not offered at night.
- Working at my own rate.
- Program too long.
- I began CETA employment as library aid in Richland Center, WI.
- Program was full even though I applied seven months before starting date of program. I was still able to get done in two years however, I went to private nursing school the first year and then transfered to Milwaukee Area Technical College for the second year.

Question 45 - What are your future educational plans after you complete your program?

- Will take one course at a time till I get my BS degree in nursing. Meanwhile, I will work full time as a registered nurse.
- I would like to become certified as a reading teacher.
- May continue education by going through a midwife's school.
- Complete M.B.A.

Question 45 (continued) - What are your future educational plans after you complete your program?

- I will transfer to Milwaukee School of Engineering and pursue BS degree in Biomedical Engineering.
- May take a course in Electron Microscope to enhanse my associate degree.
- I plan to take an advanced production agriculture class that is approved by the V.A. and offered by Eau Claire Technical Institute.
- Continuing Education Seminars.
- Combine BA in History and A.D. in Nursing into a BS in nursing and possibly a MS in nursing.
- No future plans as of now, but may consider further education at a later date.
- Will pursue another degree, but not right away, I plan to work a few years.
- May enroll in a related VTAE program depending on which will offer the most lucrative.
- Get a job and begin planning my career.
- I will attempt to keep up with the progression of changes in the Computer Data Processing field.
- I will pursue a Master's program in Business Administration.
- Continuing Education Seminars and Workshops.
- If my employer will subsidize, I will seek further degree education.
- Constant upgrading of present skills.
- After working for several years, I would like to complete my Masters degree.
- Will possibly take a refresher course in Funeral Service.

Question 48 - What is your current employment status?

- Unemployed right now but will work part-time during summer.
- Two part-time jobs, full-time school.
- Training during disability period.
- Employed full-time, self employed part-time.

Appendix C

Personal Interview Format

A Study of College Graduates
Who Are Enrolled in Wisconsin's
VTAE System

1. What schools have you previously attended?

2. What degrees have you acquired?

3. What are some of the reasons why you decided to enroll in a vocational/technical program?

4. To what extent do you feel the emphasis in your undergraduate program is related to the vocational/technical program you are currently enrolled in?

5. In terms of your economic and employment needs, how closely related is your previous educational experience and the vocational/technical program you are currently enrolled in?

6. What unusual circumstances have entered into your career decisions?

7. How satisfied are you with the educational experience you attained previous to your enrollment in a vocational/technical school?

8. In terms of your career and the educational experience you have attained thus far, would you make the same career decisions again?

Appendix D

VTAE Programs of Survey Respondents

Accounting
Administrative Secretary
Architectural Technology
Biomedical Electronic Technician
Carpentry
Clothing Services Assistant
Combustion Engineer Technologies
Commercial Art
Communication
Computer Science
Cosmetology
Data Processing
Dietetic Technician
E.E.G. Technician
Electrical Technology
Graphics Communications
Histotechnology
Home Arts
Industrial Electronics
Landscape Design
Legal Secretarial Science
Machine Shop
Medical Laboratory Technology
Medical Secretary
Mortuary Science
Nursing
Personnel Technician
Photography
Plumbing
Power Plant Electrician
Printing and Publishing
Production Agriculture
Real Estate
Supervision Management
Tool and Die Making
Urban Forestry
Visual Communication Technician
Welding